

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Santa Cruz	
1a.	Researcher: Abram Rosenblatt, Ph.D.	Phone: (415) 502-6174
	Address: UCSF, 44 Montgomery St. Suite 1450, San Francisco, CA 94104	Fax: (415)502-6177
		E-mail: abram@itsa.ucsf.edu
1b.	Research Manager: Jennifer Rosenblatt, Ph.D.	Phone: (415) 502-6176
	Address: UCSF, 44 Montgomery St. Suite 1450, San Francisco, CA 94104	Fax: (415) 502-6177
		E-mail: jennyr@itsa.ucsf.edu
1c.	Principal Data Collector: Sarah Barry	Phone: (415) 502-6175
	Address: UCSF, 44 Montgomery St. Suite 1450, San Francisco, CA 94104	Fax: (415) 502-6177
		E-mail: smbarry@itsa.ucsf.edu

2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

Placement Alternative Resources for Kids Day Treatment Program (PARK)

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

The project will provide an effective, scientifically validated comparison of two distinct treatment/supervision modalities for chronic, serious offenders. The grant-funded PARK project will provide an outcome-based comparison of a site-based, intensive day treatment model versus a non-sited, community supervision/family preservation model. The findings will demonstrate the degree to which integrated, interagency treatment and supervision projects can succeed when delivered in a centralized local versus a diffused, non-site specific approach.

Youth in the PARK program will receive highly structured and individualized treatment plans that focus on the youth and his or her family, peer contacts, school/vocational performance and neighborhood/community supports.

- 3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

2	Multi-disciplinary assessment to identify needs/plan interventions	?	Single point of entry/one-stop service center
1	Day Treatment Center	2	Multidisciplinary case management
0	Community Resource/Service Center	2	Restorative Justice Program
0	Neighborhood based prevention activities	3	Victim mediation/restoration
0	Teen Court	3	Institutional commitment
0	Neighborhood Accountability Boards	2	Transitional care
3	Victim advocacy	0	Voice tracking
1	On-site school	2	Community-oriented problem solving
2	Homework assistance	2	Reconciliation
2	Language proficiency development	1	Rigorous academic program
2	Monitor truancy through contact with schools	2	Tutoring
1	Probation officers on site: Prevention	2	ESL instruction
2	Probation officers on site: Intervention	2	Educational incentives
2	Social skills development	2	Mentoring
2	Life skills counseling	2	Life skills training
2	Youth leadership development	3	Swift and certain response
2	Parenting training - for youth	2	Emancipation skills training
2	Mental health counseling	3	Parenting training - for parents of youth
2	Family counseling	3	Sexual abuse counseling
2	Family counseling with involvement of extended family	2	Parenting counseling
2	Family conferencing	0	Parental prosecution
0	Family re-unification	2	Create multi-family support groups
3	Respite care	3	CPS referral
0	Family mentors	3	Medical services
0	Peer counseling	0	Physical therapy
1	Health education	2	Conflict resolution services
2	Conflict resolution training	3	Financial support
2	Anger management	0	Residential care

2	Finance management training	3	Clothing
2	Housing and food	2	Use of probation volunteers
3	Expedited case assignment and management	2	Vocational counseling
2	Community based restorative justice	2	Employment
2	Vocational training	2	Community service – paid
2	Job placement	2	Community service – unpaid
3	Pay restitution	2	Transportation
2	Intensive probation supervision	2	Behavioral contract
0	Probation supervision, not intensive	3	Speech therapy
2	Recreation activities	2	Outreach workers
2	After school programs	1	Other (Specify): Acupuncture
3	Crisis intervention		Other (Specify):
3	Electronic monitoring		Other (Specify):
2	Alcohol abuse counseling and support		Other (Specify):
2	Substance abuse counseling and support		Other (Specify):
2	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

True experimental design with random assignment.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

N/A

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
X	Yes
	No

- 5a. If you will perform a **cost effectiveness** analysis, describe how that analysis will be performed.

The most fundamental analytic questions are whether the PARK program is (a) more cost effective than the comparison program and (b) more cost-effective than traditional out-of-home placement. Utilization will be comprehensively assessed using multiple data sources. Separate estimates of utilization will be provided for mental health, social welfare, and juvenile justice services. Service use will be characterized by the number and types of services utilized as well as the amount, and duration, and pattern of services utilized. Descriptive analyses will focus on the proportion of service users and non users (e.g., 80% of the youth utilized outpatient, 5% inpatient); the proportion of episodes of a specific service type (e.g., 65% of the total episodes were outpatient); and on distributions of duration or number of episodes (e.g., the mean hospital stay was 4 days, the mean number of outpatient sessions was 20). Logistic regression analyses will be used to estimate rates of overall mental health service use and rates of specific service use. The most common dependent variable will be use/non-use of specific services. For such categorical variables, logistic regression models, log-linear models, and other methods for analysis of discrete data as described in Bishop, Fienberg, and Holland (1975) can be used. Logistic regression will be used to model the relationships between individual characteristics and resources, system characteristics and resources, and utilization of services. More detailed models can be built using Tobit analyses for cases where the dependent variable might be the number of times a service was utilized in a given time period. Tobit analyses will be useful in cases where the distribution will contain a large number of persons who utilize no services and number of other persons who utilize a service 1, 2, 3, or more times.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

Court wards between the ages of 14-17 with multiple referrals and at imminent risk of out-of-home placement. Wards will be male and female and at least fifty percent will be Latino. Eighty percent will have serious substance abuse issues and may be gang involved. Crimes of violence will not necessarily be a barrier to admission. Participants will have at least two of the following risk factors: (a) Family Issues: Lack of supervision, control, criminal family influence, family violence, home factors; (b) School problems: attendance, academic, and behavior problems; (c) Substance Abuse: pattern of alcohol and/or drug use; and (d) Delinquency Patterns: gang identification, theft, runaway, and delinquent pattern.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of “X” on the CASI, etc.).

Standardized instruments will not be used. Youth will be assessed through a multi-disciplinary process according to the criteria for eligibility described in question 6.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	30		30
Second Year	52		52
Third Year	No new youth		No new youth
Total	82		82
Unit of Analysis (Check one)			
<input checked="" type="checkbox"/> X	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**
- “Program Operational” is the date that the first treatment subject will start in the Program.
 - “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
 - “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: October 1, 1999

Final Treatment Completion Date: December 1, 2001

Final Data Gathering Date: June 1, 2002

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

We will be tracking age, gender, ethnicity, and juvenile offense history.

- 9a. After each characteristic listed above, describe how it will be measured.

Age, gender, and ethnicity data will be collected at the point of intake into the program.

Juvenile offense history will be collected both by the caseworker and through court records prior to the program and arrest rates, court filings, and adjudications will be tracked during and after the program.

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

None of these would confound our hypothesis testing. If we find a variable that is a confound, we will use multivariate analysis of covariance (MANCOVA) to manage the problem.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

N/A

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

True experimental design.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

The assessment process will be highly individualized and flexible for each individual youth. We will form hypotheses about the youth through the multidisciplinary assessment process and will test these hypotheses through structured individualized outcome-based treatment plans. The following domains will be assessed using the stated instruments.

Child and Family Characteristics and Resources: Demographic, Risk, and Protective Factors. A background and risk factor interview will inquire about the demographic and family (parental) background, current family composition and structure, residential history, education, health, abuse, neglect and criminal victimization.

Acculturation and Ethnic Identity. Preliminary data indicate that 60% of the youth enrolled in the study may be Latino-American. Consequently, it will be important to understand ethnicity from a multi-domain perspective. We will collect data on the following elements: (1) Self-identified ethnic status of children and parents; (2) generational status (birthplace of children, both parents, and all four grandparents); and (3) degree of acculturation of the child and the caretaker.

Juvenile Justice Outcomes. Measures of safety and welfare will include tallies of juvenile justice charges, arrests, and dispositions obtained from juvenile justice court records.

Educational Attainment and Attendance. We will collect data on school attendance and school performance as reflected in grades, number of expulsions and suspensions, and special education status.

Clinical and Functional Status Outcome Domains. These measures will provide data on social competencies (functional status) across a range of social contexts (school, home, community) and syndrome scales (clinical status) from the caregiver (Child Behavior Checklist, CBCL), child (Youth Self Report, YSR), and teacher (Teacher Report Form, TRF) perspectives (Achenbach, 1991). The CAFAS, (Hodges, 1994), is a clinician rating scale regarding the child's functioning in the domains of: role performance (including school/work, Home, and community); Thinking, Behavior towards others; Moods/self harm (including moods/emotions and self-harmful behavior); and Substance Use.

Substance Use. Frequency and type of substance use will be assessed using the Addiction Severity Index (ASI, McLellan, O'Brien, & Woody, 1980).

Placement and Permanency. Stability of living environments will be assessed using a version of the Residential Living Environments and Placement Stability Scale ROLES developed by Hawkins et al. (1992) that is slightly modified for California

Client Satisfaction. Satisfaction with services is an important component of life satisfaction and fulfillment for children and their families. The Mental Health System Improvement Program's (MHSIP) satisfaction survey will be used.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

The Test of Adult Basic Education Skills (TABE) will be the primary educational instrument used for the purpose of identifying appropriate interventions for the youth in the PARK program.

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

None will be used.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Assignment will be made only after a judicial determination that the program would be in the best interest of the individual minor. Referrals will be made by a placement review committee member following a court determination that the minor is at imminent risk of out-of-home placement.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Same as for treatment participants.

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

N/A

Variable	Score/Scale	Additional Information	Significance Test
Juvenile arrests	Count		f-test
Successful probation completion	Count		Chi-square
Completed restitution payments	Count		Chi-square
Completion of court-ordered community service	Count		Chi-square
School attendance	Count		f-test
School grades	Count		f-test
Family function as measured by rate of modification to placement or secure detention	Count		Chi-square
Functional Status	Rating scale	Child Behavior Checklist	f-test

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

Hypotheses: For dichotomous variables (i.e., recidivism), logistic regressions will be used with the independent variable a dummy yes/no variable for program (PARK). Other variables such as length of time in program will be held constant. For continuous dependent variables, MANOVAs will be used with the independent variable specified as PARK program/no PARK program and supplemented with random regression models for variables with sufficient sample size and multiple administrations.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
X	Risk Factors	X	
	Time to Complete Risk Assessment		
X	Arrest/Referral (any)	X	X
X	# of Arrests/Referrals	X	X
X	Type(s) of Arrest(s)/Referral(s)	X	X
X	Petitions Filed (any)	X	X
X	Sustained Petitions (any)	X	X
X	# of Sustained Petitions	X	X
X	Type(s) of Sustained Petition(s)	X	X
X	Adult Convictions (any)	X	X
X	# of Adult Convictions	X	X
X	Type(s) of Adult Convictions	X	X
X	Institutional Commitment (any)	X	X
X	# of Institutional Commitments	X	X
X	Commitment Time	X	X

	Completion of Institutional Commitment		
X	Restitution Ordered	X	X
X	Restitution Amount	X	X
X	Restitution Paid	X	X
X	Amount of Restitution Paid	X	X
	Court-Ordered Work	X	X
X	Court-Ordered Work Hours		X
	Court-Ordered Work Completed		
X	# of Court-Ordered Work Hours Completed		X
	Court-Ordered Community Service		
X	Court-Ordered Community Service Hours		X
	Court-Ordered Community Service Completed		
X	# of Court-Ordered Community Service Hours Completed		X
X	Education-Enrollment Status	X	X
X	Education-Grade Level	X	X
X	Education-Credits Earned	X	X
X	Education-Grade Point Average	X	X
X	Education-Expulsions	X	X
X	Education-Suspensions	X	X
	Gang Involvement		
X	Alcohol Use	X	X
X	Drug Use	X	X
X	Runaway		X
	Wardship Status		
	Informal Probation Status		
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		
X	Use of Community Services		X
	Self-Protective/Avoidance Behavior		
X	Client Satisfaction		X
	Family Attitudes		
	Social Skills		
X	Pregnancy/Child Birth Rate	X	X
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
X	Referrals to Community Agencies		X
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Selected risk factor data will be collected regarding the background and history of the youth and their family. Data will include information on: family composition, history of out-of-home-placement, history of abuse and

neglect, history of violence, family criminal involvement, substance use, special education status, socio-economic status, age, gender, ethnicity, and acculturation.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

Data on the strength and integrity of the intervention will be examined regularly. This will occur at three levels of the intervention: (1) the clinical level at which caseworker behaviors and techniques are assessed; (2) the program level at which the PARK and the GROW programs will be examined as a level of analysis; and (3) the system level which will review organizational structures and principles as well as budgetary and fiscal data.

At the clinical level, individualized service plans will be monitored and follow-up with the recommendations of the individual service plans assessed so that it will be possible to determine whether the youth received the specified services. At the program level, the amount and types of services provided to the youth will be compiled. The analysis of system characteristics will rely on periodic site visits, analysis of organizational structures and organizing principles, review of budgetary and fiscal data, and interviews with key informants. System level characteristics will include: service components, system staffing, system collaboration, client service integration and financing.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

Mental health services will be collected through the mental health billing information system. Services provided directly by the PARK and GROW programs will be tracked through weekly activity logs completed by the caseworkers. School attendance will be monitored as well as grades.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Youth will be in the program for 6 months followed by 90 days of aftercare.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Program completion will not be linked to probation terms, however, a goal of PARK is to help youth make considerable progress toward completion of probation terms (e.g., paying restitution and court -ordered community service).

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

Youth will be terminated from the program if there is a public safety issue and/or a court-ordered placement.